

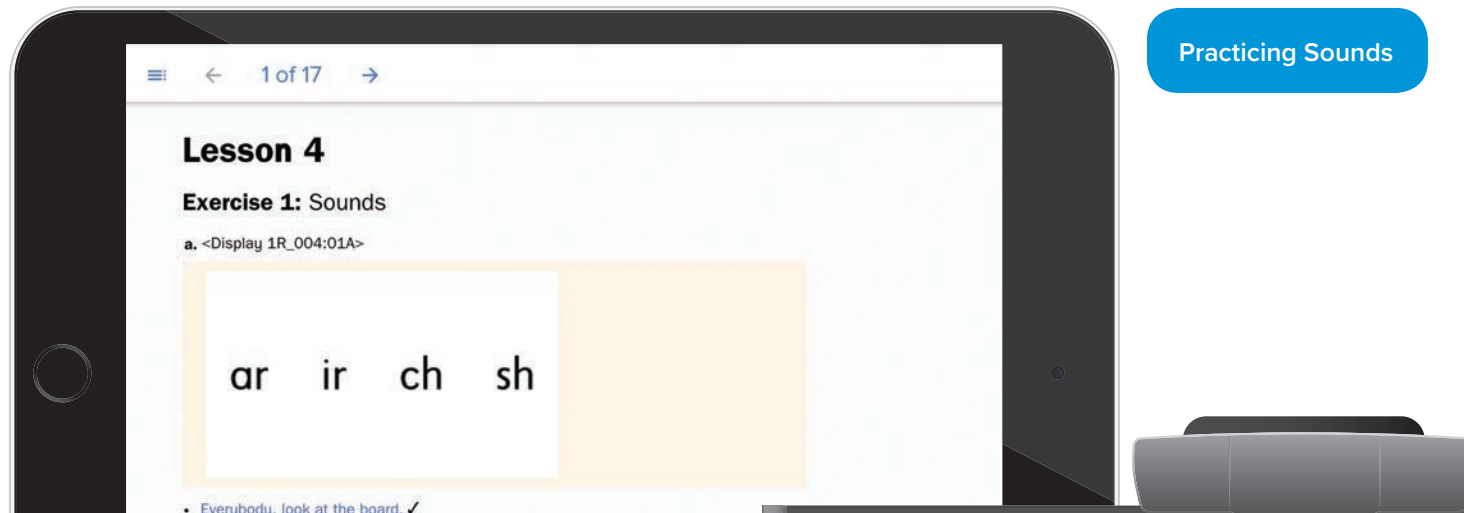
Sample Lesson

GRADE 1



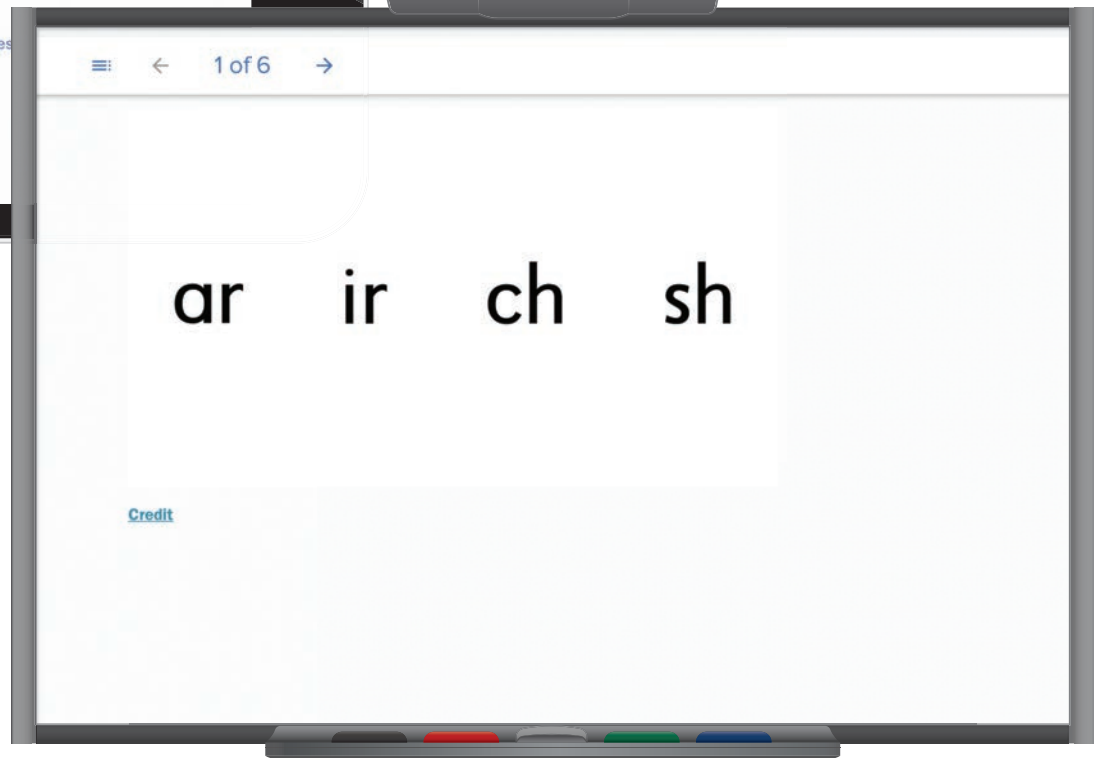
Reading Lesson 4

TEACHER EXPERIENCE



Practicing Sounds

Exercise 1



Exercise 1 Display

Reading Words

Exercise 3: Reading Words

Words with o (as uh)

a. Touch the words on the sand. ✓

- 1. sgme
- 2. cgme
- 3. dgne
- 4. ngne
- 5. gne

The letter **O** makes a funny sound in each of these words.
The **E** in each word is not blue, but it doesn't make a sound.
I'll spell each word. Then you'll tell me the word.

- b. Word 1 is spelled **S-O-M-E**. What word? (Signal.) *Some*.
- c. Word 2 is spelled **C-O-M-E**. What word? (Signal.) *Come*.
- d. Word 3 is spelled **D-O-N-E**. What word? (Signal.) *Done*.
- e. Word 4 is spelled **N-O-N-E**. What word? (Signal.) *None*.
- f. Word 5 is spelled **O-N-E**. What word? (Signal.) *One*.
- g. Let's read those words again, the fast way.
- Word 1. What word? (Signal.) *Some*.
- Word 2. What word? (Signal.) *Come*.
- Word 3. What word? (Signal.) *Done*.
- Word 4. What word? (Signal.) *None*.

Exercise 3
See corresponding student sampler page.

Blending

Exercise 4: Reading Words

a. Touch the words on the pier. ✓

- 1. easy
- 2. yell
- 3. filled
- 4. rolls
- 5. sole
- 6. fear

- You'll say the sounds for each word.
- b. Word 1 is **easy**. What word? (Signal.) *Easy*.
 - Touch and say the sounds. Get ready. (Signal 3 times.) *EEE ... [zzz/sss] ... EEE*.
 - What word? (Signal.) *Easy*.
 - Yes, that was **easy**.
 - c. Word 2. Get ready. (Signal 3 times.) *yEEE ... eee ... ill*.
 - What word? (Signal.) *Yell*.
 - Please don't **yell**.
 - d. Word 3. Get ready. (Signal 4 times.) *fff ... iii ... ill ... d*.
 - What word? (Signal.) *Filled*.
 - Yes, she **filled** the bottle.
 - e. Word 4. Get ready. (Signal 3 times.) *rrr ... Ole ... [zzz/sss]*.
 - What word? (Signal.) *Rolls*.

Exercise 4
See corresponding student sampler page.

Reading Lesson 4

TEACHER EXPERIENCE

Story Reading



Better Butter

Part One

The fox had made a big tub of butter. What butter butter? No, it was sweet. The fox said, "It will be easy to sell this butter butter." So he filled pots and pans with his butter. He loaded them into his cart. Then he started down the road with his pots and pans. "I have sweet butter for sale," he said.

Some words in this story no longer have any underlines or blue letters.

From now on, that's the way you'll see those words. Don't get fooled.

- Touch and read the title of the story the fast way. Get ready. (Signal for each word.)

Better Butter, Part Two.

- c. I'll call on individual children to read. Everybody, touch the words and follow along.

- Read the first sentence. (Call on a child.) *The fox had made a big tub of butter.*

- Next sentence. (Call on a child to read.) *Was that butter bitter?*

- Next sentence. (Call on a child to read.) *No.*

- Next sentence. (Call on a child to read.) *It was sweet.*

- Next sentence. (Call on a child to read.) *The fox said, "It will be easy to sell this better butter."*

- Next sentence. (Call on a child to read.) *So he filled pots and pans with his butter.*

Exercise 8

See corresponding student sampler page.

Follow-up questions ensure comprehension.

- b. Why was this butter better? (Call on a child.) [Ideas: *The butter was sweet; the butter wasn't bitter.*]

- Everybody, did the fox think he would have any trouble selling the butter? (Signal.) *No.*
- Why did he think it would be easy to sell the butter? (Call on a child.) [Ideas: *Because it was better; because it was sweet.*]

- c. Read the next sentence. (Call on a child.) *So he filled pots and pans with his butter.*

- Next sentence. (Call on a child to read.) *He loaded them into his cart.*

- Next sentence. (Call on a child to read.) *Then he started down the road with his pots and pans.*

- Last sentence. (Call on a child to read.) *"I have sweet butter for sale," he said.*

- d. Everybody, what did he fill with butter? (Signal.) *Pots and pans.*

- What did he load the pots and pans of butter into? (Call on a child.) [Ideas: *His cart; a cart.*]

- Then where did he go with his cart? (Call on a child.) *Down the road.*

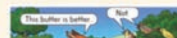
- e. Look at the picture. ✓

The fox looks pretty happy.

You can see all the pots and pans filled with butter. They are in his cart.

- What does it say on the side of that cart? (Call on a child.) *Sweet, sweet butter.*

- f. Everybody, go to the next page. ✓



Exercise 9

Exercise 10: Central Message

Better Batter

- a. The story "Better Batter" tries to tell us important things about trust.
 - Before the fox made better butter, what kind of butter did he sell to other animals?
(Call on a child.) [Idea: *Bitter butter.*]
 - Everybody, did the fox tell the truth about his bitter butter when he sold it to the other animals? (Signal.) No.
 - So do the other animals trust the fox when he tells them that he has sweet butter?
(Signal.) No.
 - Why don't the other animals trust the fox? (Call on a child.) [Ideas: *He lied to them before; they think he doesn't tell the truth; they think he's lying again.*]
- b. One of the most important things this story is trying to tell us is: **If you lie, people won't trust you.**
 - Everybody, if you lie, will people trust you? (Signal.) No.
Right, **if you lie, people won't trust you.**
 - Say the sentence. Get ready. (Signal.) *If you lie, people won't trust you.*
- c. Everybody, tell me if the fox is telling the truth about his sweet butter. Get ready. (Signal.) Yes.
 - He's telling the truth, but do the other animals trust him? (Signal.) No.
- d. Another important thing this story is trying to tell us is: **If people don't trust you, you won't believe you.**
 - Everybody, if you're telling the truth, but people don't trust you, will they believe you? (Signal.) No.

Exercise 10

Retell stories,
including key details.

Demonstrate understanding of
the central message or lesson.

Exercise 11: Story Retell

Better Batter

- a. You're going to retell the second part of the story "Better Batter." I'll retell it first. Listen:
 - The fox had a big tub of sweet butter.
 - He said that it will be easy to sell.
 - He loaded a cart with pots and pans filled with his butter.
 - The fox asked 5 birds near the road if they liked sweet butter.
 - The birds said that they knew that the fox's butter wasn't sweet.
 - The birds wouldn't even taste the fox's butter.
 - Down the road, the fox told a rat that he had sweet butter.
 - The rat told the fox that he can eat a lot of bad things, but not his butter.
- b. I'm going to call on a child or two to retell the second part of "Better Batter."
 - Remember to start the story by telling what the fox had.
 - (Call on a child. Accept sentences that answer the following sequence of questions:
 - What did the fox have?**
 - How hard did the fox think it would be to sell his better butter?**
 - What containers did the fox put his butter in and what did he put the containers in?**
 - Who did the fox first ask if they liked sweet butter?**
 - What did the birds do?**
 - Down the road who did the fox talk to about his butter?**

Exercise 11

Reading Lesson 4

STUDENT TEXTBOOK



Better Batter

Part Two

The fox had made a big tub of butter. Was that butter bitter? No. It was sweet. The fox said, "It will be easy to sell this better butter."

So he filled pots and pans with his butter. He loaded them into his cart. Then he started down the road with his pots and pans. "I have sweet butter for sale," he said.

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Five birds were near that road. The fox said,
 "Do you like sweet butter?"

One bird said, "We know the taste of your
 butter, and it is not sweet. You sold us some last
year. It was bitter."

"But this butter is better," the fox said. "Come
 over here and taste some."

"No thanks," the birds said. "We don't like the
 taste of your butter."

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So the fox hiked down the road with his pots
 and pans. At last, he came to a rat. He told the rat
 that he had sweet butter.

The rat said, "I can eat a lot of bad things, but
 not your butter. It is too bitter for me."

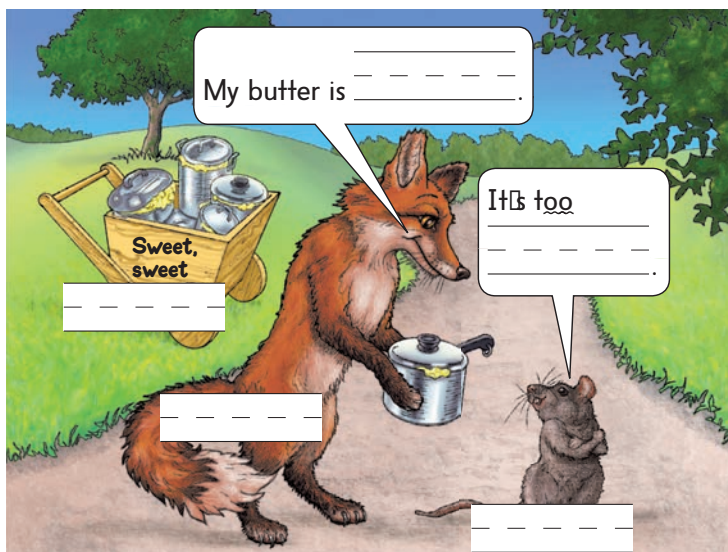
More to come.

16

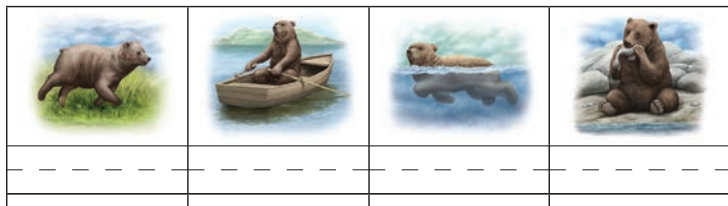
STUDENT WORKBOOK

Name _____

4



rat	sweet	fox	bitter	better
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boat sleep swim spoke run sell eat

Side I

- I. The fox said, "It will be to sell this better butter."
- ☐ hard ☐ really hard ☐ easy ☐ not easy

2. The fox filled .

- pails with butter □ pots with butter
 □ pans with butter □ his cart with pots
 □ his cart with tubs □ his car with pans
 □ his cart with pails

3. Who did the fox meet first?

- birds □ a rat □ a turtle □ a farmer

4. Did the birds taste his butter?

5. Who did the fox meet next?

- birds □ a rat □ a turtle □ a farmer

6. Did the rat taste his butter?

7. How much butter did the fox sell?

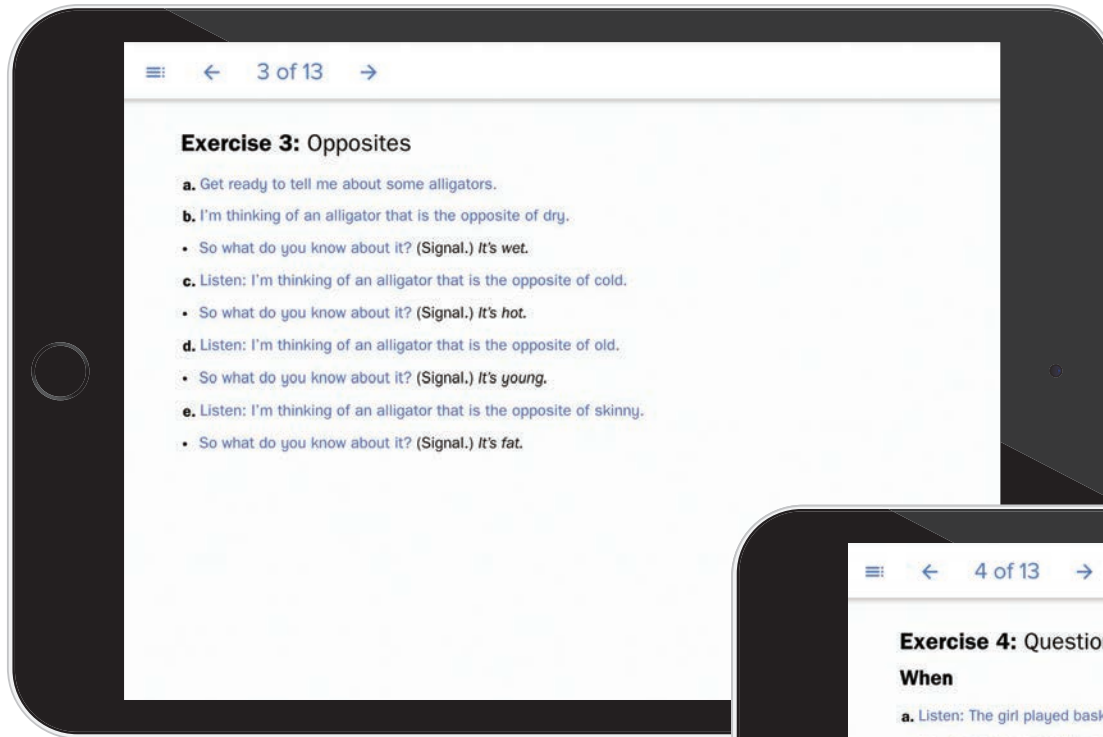
- ☐ a pan of butter ☐ a lot ☒ some ☐ none

Side 2

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Language Arts Lesson 25

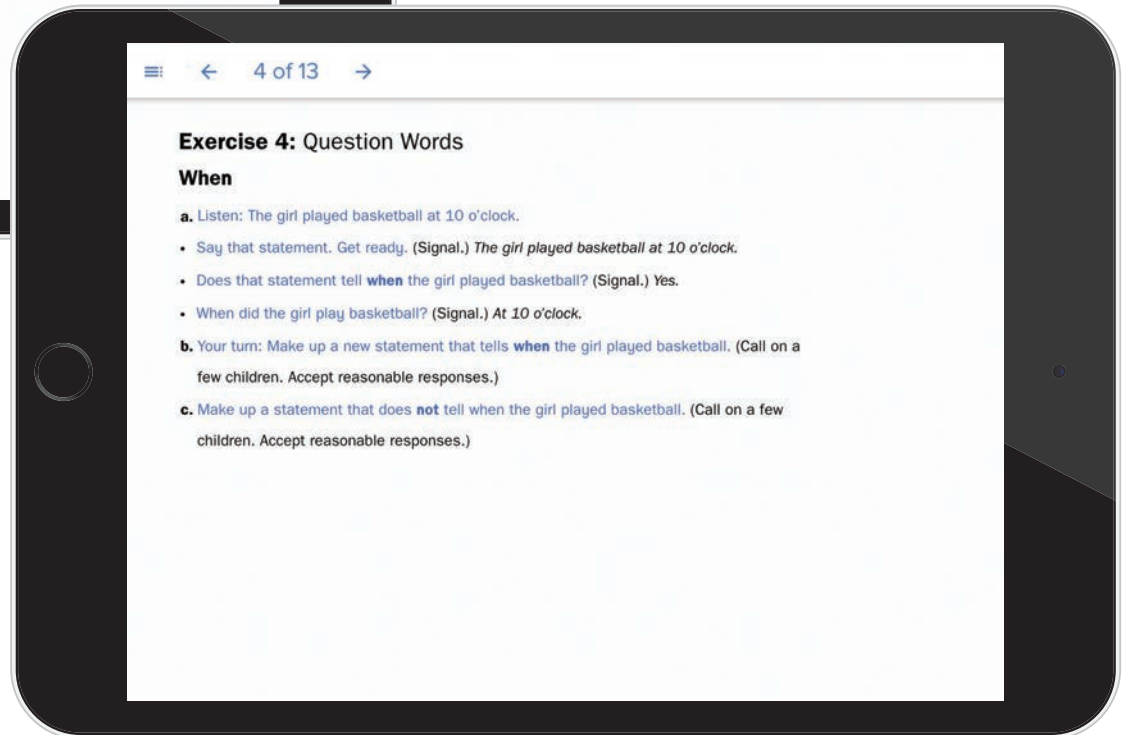
TEACHER EXPERIENCE



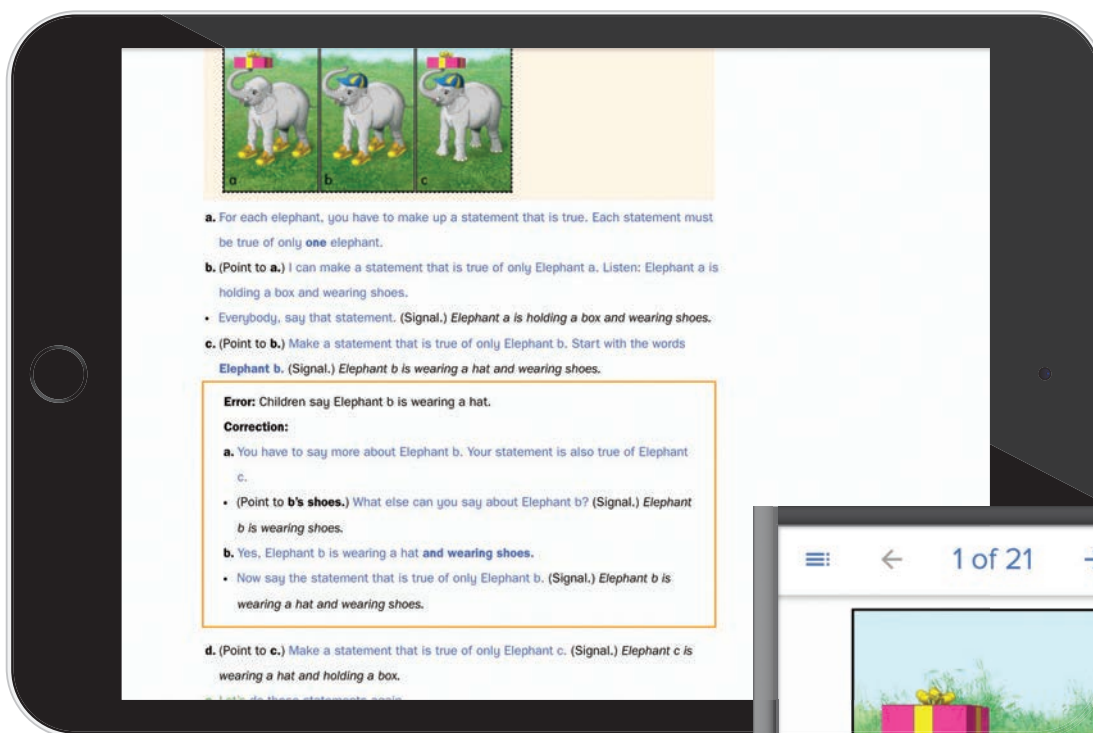
Exercise 3

Demonstrate understanding of vocabulary by relating words to their opposites.

Understand and use question words.



Exercise 4



The tablet screen displays the instructions for Exercise 5. At the top, there are three small images of elephants labeled a, b, and c. Below them, the instructions are as follows:

a. For each elephant, you have to make up a statement that is true. Each statement must be true of only **one** elephant.

b. (Point to a.) I can make a statement that is true of only Elephant a. Listen: Elephant a is holding a box and wearing shoes.

- Everybody, say that statement. (Signal.) *Elephant a is holding a box and wearing shoes.*

c. (Point to b.) Make a statement that is true of only Elephant b. Start with the words **Elephant b.** (Signal.) *Elephant b is wearing a hat and wearing shoes.*

Error: Children say Elephant b is wearing a hat.

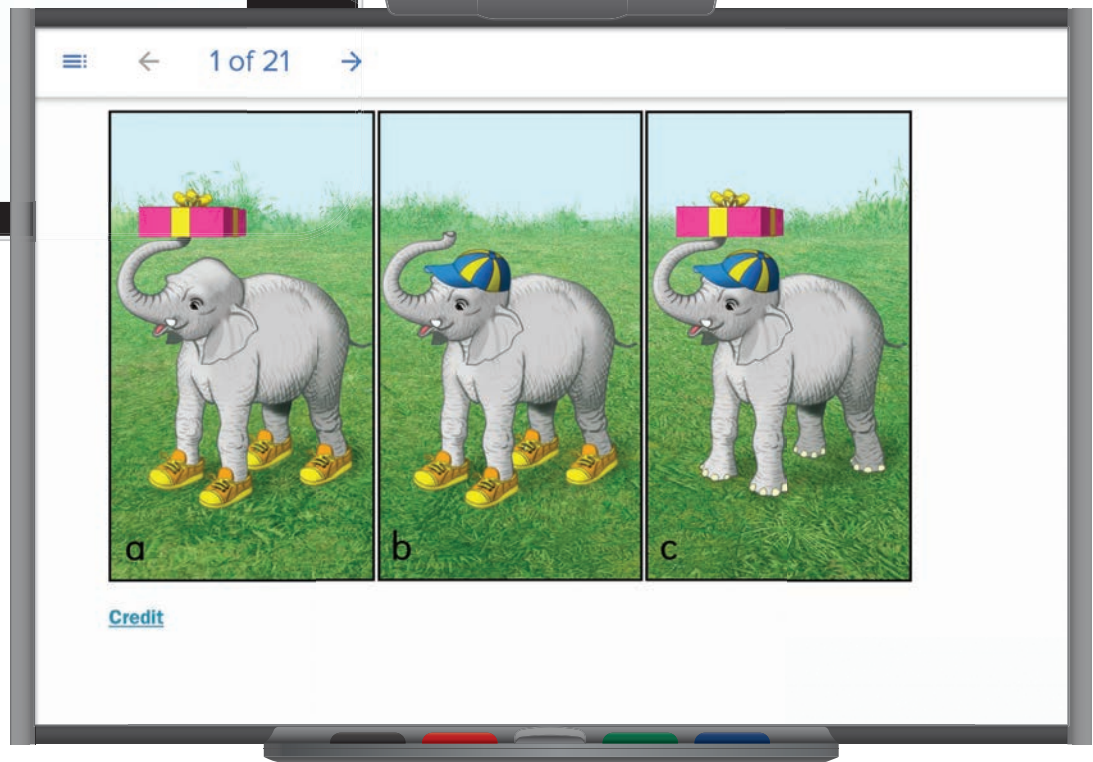
Correction:

- a.** You have to say more about Elephant b. Your statement is also true of Elephant c.
- (Point to b's shoes.)** What else can you say about Elephant b? (Signal.) *Elephant b is wearing shoes.*
- b.** Yes, Elephant b is wearing a hat **and** wearing shoes.
- Now say the statement that is true of only Elephant b.** (Signal.) *Elephant b is wearing a hat and wearing shoes.*

d. (Point to c.) Make a statement that is true of only Elephant c. (Signal.) *Elephant c is wearing a hat and holding a box.*

Produce and expand complete descriptive sentences.

Exercise 5

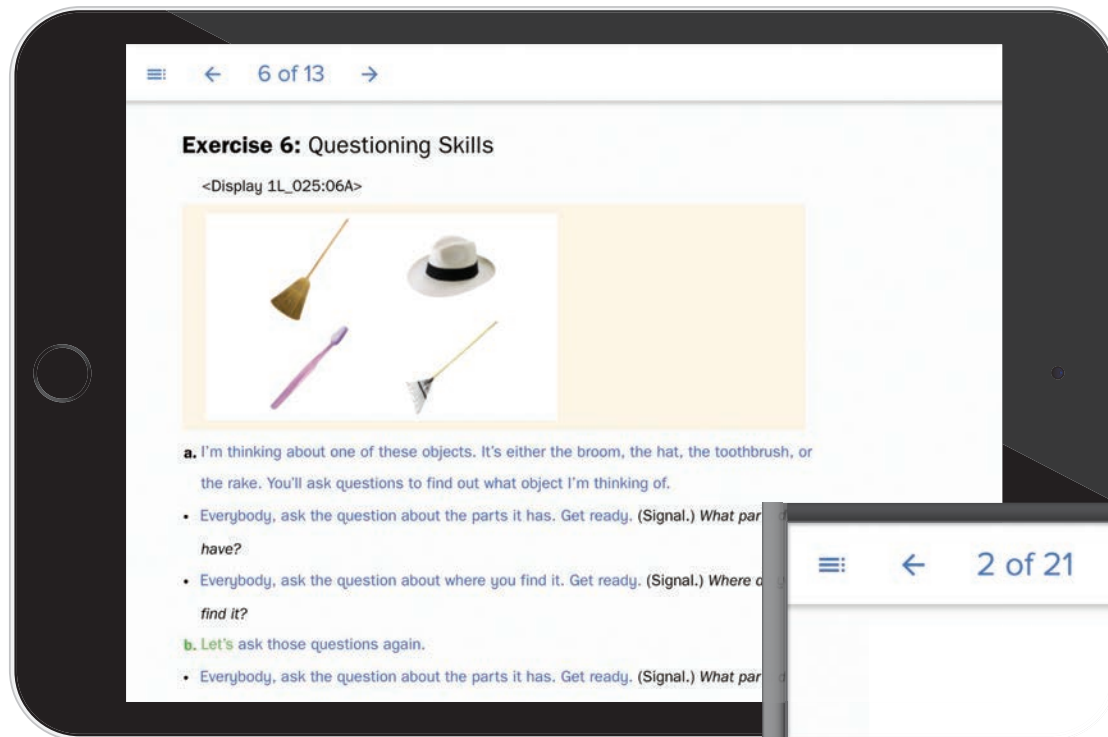


The smartboard display shows three large images of elephants labeled a, b, and c. Elephant a is holding a pink box with a yellow bow. Elephant b is wearing a blue and yellow striped hat. Elephant c is wearing a blue and yellow striped hat and holding a pink box with a yellow bow. Below the images, there is a 'Credit' link.

Exercise 5 Display

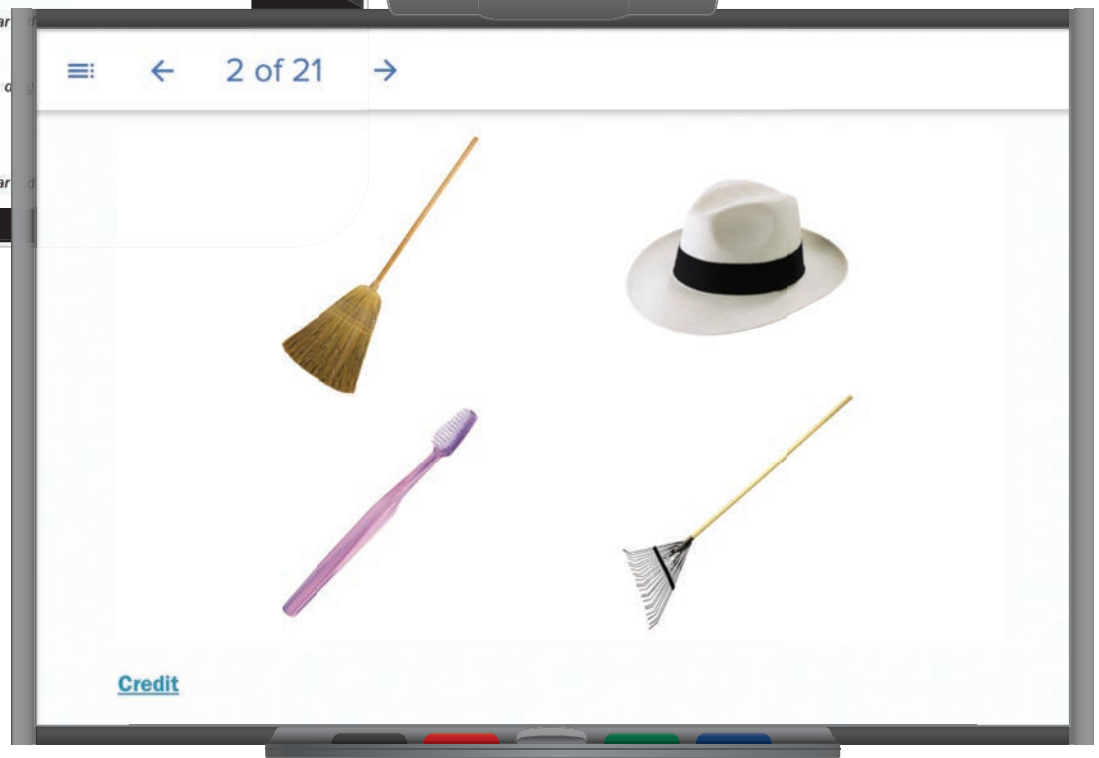
Language Arts Lesson 25

TEACHER EXPERIENCE

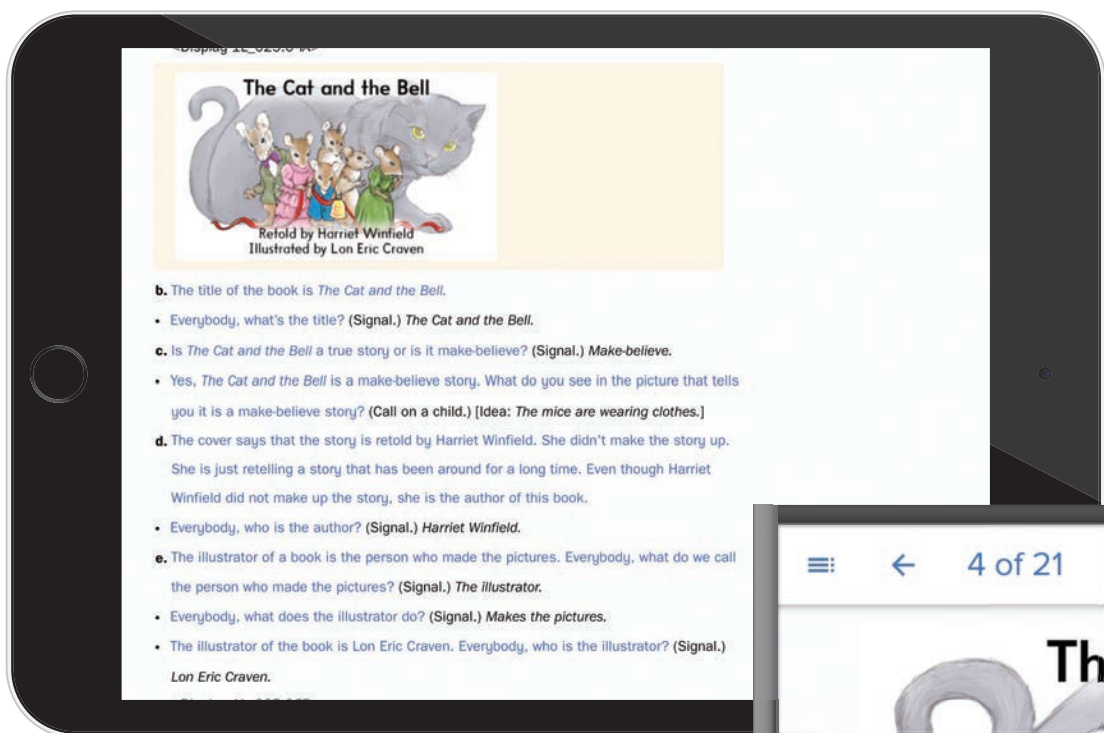


Understand and use question words.

Exercise 6

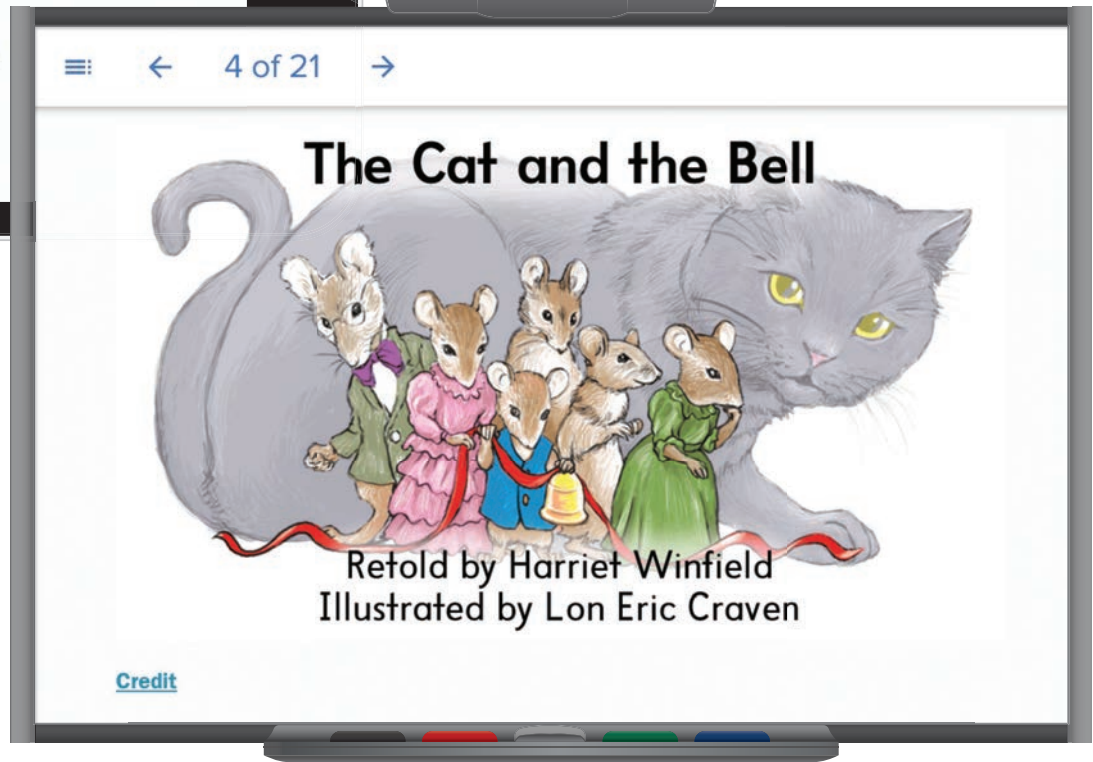


Exercise 6 Display



Identify and define the role of the author and illustrator of a story.

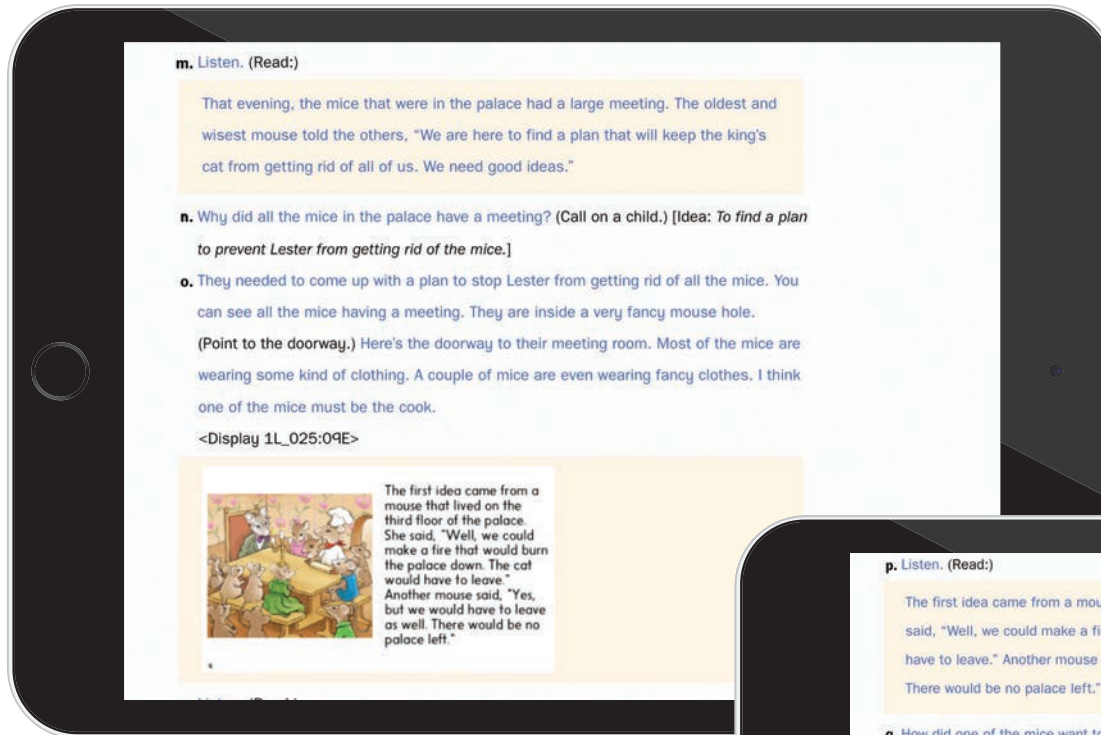
Exercise 9



Exercise 9 Display

Language Arts Lesson 25

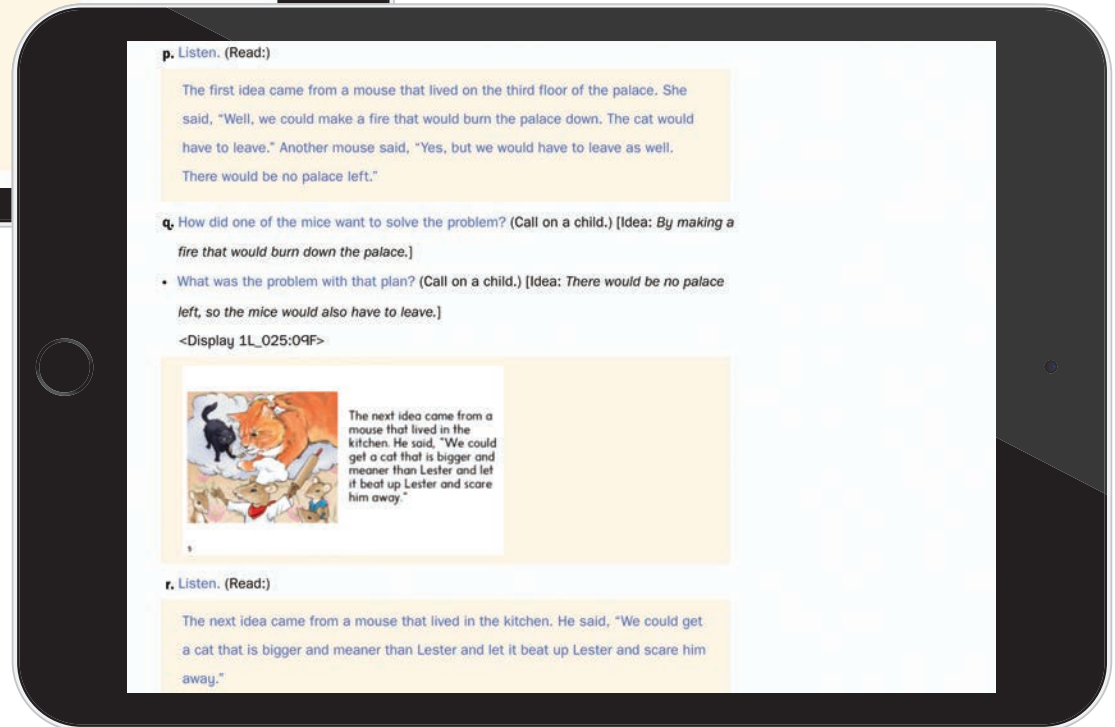
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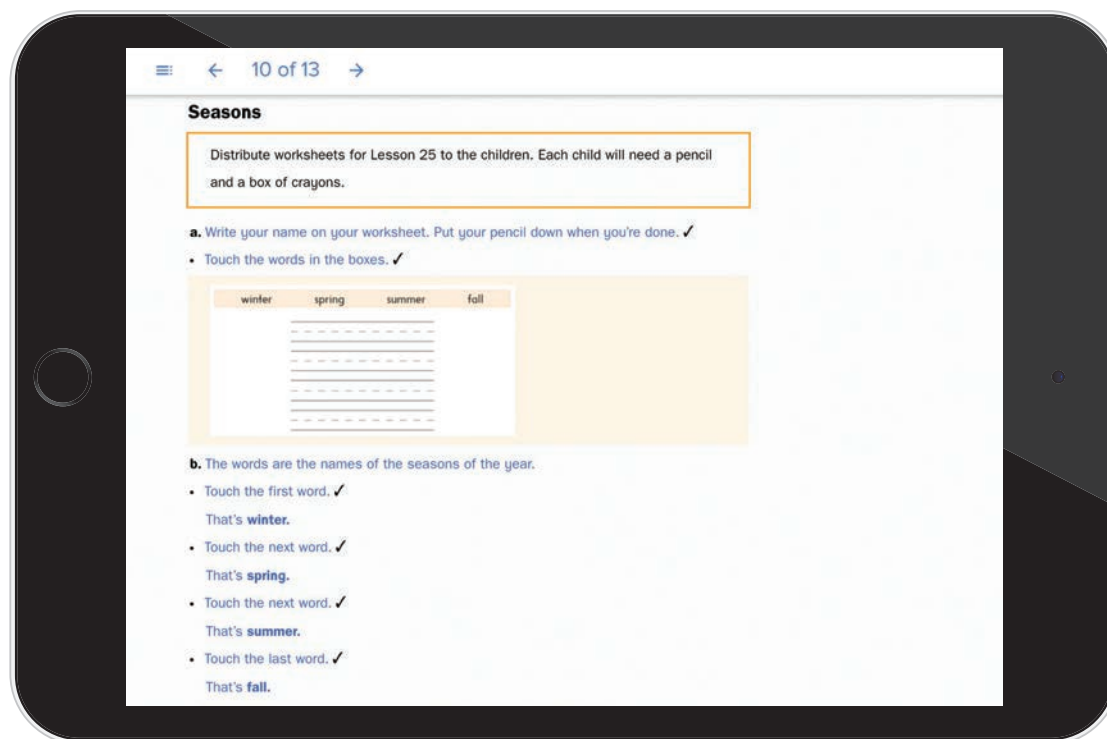
Exercise 9

Comprehension questions build higher-order thinking skills.

Comprehension questions build higher-order thinking skills.



Exercise 9



Application of information learned to strengthen background knowledge.

Exercise 10

See corresponding student sampler page.